2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 12X531
School Name: ARCHER ELEMENTARY SCHOOL
Principal: ERIN FINERTY
Comprehensive Educational Plan (CEP) Outline

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Section 4: CEP Overview

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- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
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Section 6: Academic Intervention Services (AIS)

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Section 1: School Information Page

School Information

School Name: Archer Elementary

BEDS Code: 3212000010531

Grades Served: Pre K-5

School Number (DBN): 12X531

School Address: 1827 Archer Street Bronx, NY 10460

Phone Number: 718-828-3791

Fax: 718-828-3989

School Contact Person: Erin Finerty

Email Address: EFinerty@schools.nyc.gov

Principal: Erin Finerty

UFT Chapter Leader: Rachel Godlewicz

Parents’ Association President: Maria Torres

SLT Chairperson: Erin Finerty

Title I Parent Representative (or Parent Advisory Council Chairperson): Octavia Mohammed

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 12

Superintendent: Jacqueline Rosado

Superintendent’s Office Address: 1970 West Farms Road, Bronx, NY, 10460

Superintendent’s Email Address: JRosado3@schools.nyc.gov

Phone Number: (718) 328-2310

Fax: (718) 542-7736

Field Support Center (FSC)

FSC: Bronx  Executive Director: Nancy Saffer

Executive Director's Office Address: 1230 Zerega Ave, Bronx, NY, 10462
  NSaffer@schools.nyc.gov

Executive Director’s Email Address: 

Phone Number: (718) 828-7776  Fax: (718) 828-6280
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Finerty</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Rachel Godlewicz</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Maria Torres</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Gail Rodriguez</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Octavia Mohammed</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>CBO Representative, if applicable</td>
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<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Carmelita Harvey</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Torres</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Tahira Howard</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Daniel Strong</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Brent Nycz</td>
<td>Member/Teacher</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with...
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th><strong>Element</strong></th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
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<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
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<tr>
<td><strong>Effective School Leadership</strong></td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

### The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>Our mission is “to provide students access to resources and experiences which build the confidence, knowledge, and skills necessary to succeed on the path to a high school, college, and career of their choice.” To this effect, we used the resources that came with having a larger student population to make programmatic changes and continue partnerships intended to provide additional supports to our sub-groups, our at-risk students, and our teachers.</td>
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2018-19 CEP
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Archer Elementary just completed its seventh year as a school in District 12. Our school is comprised of 490 students from grades Pre-K through 5th grade in the General Education classroom, Integrated Co Teaching Classroom and Self Contained Programs. Since starting as a PreK through 2nd grade school, Archer has added a grade every year, meeting capacity in 2014-2015. Since then, Archer has started expanding the programs offered to our students and families by opening an ICT classroom every year since 2014-2015 when we started with 5th grade, with a goal to have an ICT on every grade in the future. Our school population is 24% Black, 57% Hispanic, 2% White, 14% Asian. Our enrollments stands at 53% male students and 47% female students.

Aside from the diverse programming we offer to meet the academic needs of our students while ensuring they remain in the Least Restrictive Environment, Archer Elementary also departmentalizes for ELA and Math in Grades 3-5.

For the second year in a row, Archer will be partnering with LEAP to provide our students and families with opportunities to explore the arts and STEAM through during and after school programs such as Textiles, Cartooning, Dance, Tomorrows Entrepreneurs and Drama. In addition, we continue to partner with our CBO Kids Creative/Roads To Success to provide a wonderful arts and academic related after-school program, as well as Archer Shakespearians, a program that allows our 4th and 5th grade students to perform a theatre performance of a Shakespeare show in June. During the 2018-2019 school year, Archer will maintain it’s connection with the local YMCA to offer swimming lessons to the 2nd graders and will continue our partnership with the Bronx Zoo.

Other great aspects of Archer include:

- Our collaboration with mental health agencies including NY Foundling and Visiting Nurse Services, Rose Kennedy Center and community agencies, that which many of our students and families are affiliated.

- Partnered with Josh Groban to produce a 4th/5th Grade rock production of a Shakespeare performance.

- Staff members who have attended trainings around RULER, a Social Emotional Learning program out of Yale University. This program will be used to develop and support teachers, students and the community around Social Emotional Learning.

3. Describe any special student populations and what their specific needs are.

PS 531 opened as a “new school” in 2011-12 with students in Pre-K through Second Grade. The 2016-2017 school year is our third at capacity; our first group of Fifth Grade students graduated in June of 2015. We are currently considered a school “In Good Standing” with New York State, and we received 5 “Well-Developed” and 5 “Proficient” ratings across all indicators on our most recent Quality Review (May 2018) and PPO (May, 2018).

In terms of demographics, we are a Title I school, with 90% of our students qualifying for free lunch in the 2014-15 school year. 22% of our students are English Language Learners (ELLS), the majority of whom speak either Spanish or Bengali in the home. 27% of our students have IEPs. PS 531 shares the Joseph O. Loretan Campus with PS 536 and PS 691, two other elementary schools. Each year, our school takes an incoming Kindergarten 12:1:1 Self-Contained class, which often includes students with handicaps which limit with their mobility (we are a barrier-free building).
These changes were based on assessment data (state and in house), MOTP/MOSL results, survey results, and feedback from school reviews (QR, PPR), and as a result, for we have:

- Moved to a “departmentalized” system for the Third-Fifth Grades. Each grade has an exclusively scheduled math/science and an ELA/Social studies teacher

- Trained three mentors through the District partnership with New Teacher Project who mentored a total of six 1st-3rd year teachers during the 2015-16 school year, three teachers during the 2017-2018 school year and will mentor four-six teachers during 2018-19 school year.

- Committed to training two teachers in Reading Recovery, an intensive, proven reading intervention program for first grade students during the 2016-2017 school year and an additional teacher during the 2018-2019 school year

- Hired an additional ENL teacher during the 2018-2019 school year to support push-in/pull out instruction based on our rising number of ELL students

- Hired a Guidance Counselor to support administration with teacher coaching around behavior management, running Student Intervention Team, working on/implementing school wide character curriculum, behavior support plans, and being a point person for OORS/discipline code issues.

- Worked with a Generation Ready Consultant on effective ENL strategies

- Committed to the use of TC Units of Study for Reading and Writing in grades K-3 to support alignment of skills and rigorous instruction with a consistent approach.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

While these initiatives had a number of positive outcomes, the elements of the Framework For Great Schools in which we made the most progress were 5b (Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers) and 5c (Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement). Much of this progress was due to the increased size of our out of classroom staff. The addition of a Social Worker and the instructional coaches allowed each member of our leadership team refine their responsibilities and focus on a clearly defined area of school improvement. The addition of ESL and AIS providers allowed us to service a wider range of at-risk students. Clear responsibilities resulted in better lines of communication around services, which allowed us to provide academic and emotional support services in a timely manner.

Instructional coaches, the Special Education Coordinator, our Guidance Counselor, and the ESL Coordinator all provided teacher support in specific specialty areas. Feedback from these sessions allowed us to better tailor our professional development plan to teacher need. The result of these systems was improved teacher practice, as evidenced by an increase in MOTP ratings from early to late observations.

Our key area of focus for the 2018-2019 school year is Element 5a (Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills). Over the course of the last two years, we have worked to increase the volume of student writing during the school day to help students develop their own voices as writers. Last year, we focused on creating conferencing systems that allowed students easy access to peer and teacher feedback to help guide them during independent work. Based on a review of student data, test scores and Quality Review and PPO feedback, as well as changes to our curriculum, Archer staff members will continue to reflect, refine and revisit our units of learning in both ELA, Math and other subject areas. We will
collaborate to ensure all students are actively engaged in intellectually stimulating work that challenges them to problem solve and apply higher order thinking skills as measured through ongoing data collection and discussions. Additionally, Archer will put a strong emphasis on ensuring that students, staff and families feel as though Archer remains and improves upon being a supportive and safe environment for all community members (Element 5b-Supportive Environment).
### School Demographics and Accountability Snapshot for 12X531

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>PK,0K,01,02,03,04,05</td>
<td>501</td>
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#### English Language Learner Programs (2016-17)

<table>
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<th>Special Education Programs/Number of Students (2015-16)</th>
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<tbody>
<tr>
<td># Special Classes (ELA)</td>
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<td># SETSS (ELA)</td>
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<td># Special Classes (Math)</td>
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<td># SETSS (Math)</td>
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</tbody>
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#### Types and Number of Special Classes (2018-19)

- # Special Classes: 66
- # SETSS: 34

#### Demographic Snapshots

**Student Performance for Elementary and Middle Schools (2017-18)**

- **ELA Performance at levels 3 & 4:** 30.2%
- **Mathematics Performance at levels 3 & 4:** 24.5%

**Student Performance for High Schools (2017-18)**

- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A

**Overall NYSED Accountability Status (2018-19)**

- **Reward Recognition:** N/A
- **In Good Standing Local Assistance Plan:** No
- **Focus District Focus School Identified by a Focus District:** No

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** YES
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** NO

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** NO
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** NO

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** YES
- **White:** N/A
- **Students with Disabilities:** NO
- **Economically Disadvantaged:** YES

#### High School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

General Overview:

ELA

At PS 531, we take a number of steps to ensure curricula are aligned to the Common Core Learning Standards and instructional shifts. From the 2011-2012 school year until the 2017-2018 school year, Kindergarten through Second Grade based our ELA curriculum on maps developed by commoncore.org and Lucy Caulkin’s TC Writing Units. Each themed unit was planned around a CCLS-aligned culminating task. Starting in May-August of 2016, we started to redesign the maps to integrate Caulkin’s new TC Reading Units of study.

On the Third-Fifth Grades, we began using Expeditionary Learning as our base ELA curriculum in 2014-15. We chose to use the Expeditionary program because of its heavy use of non-fiction texts, the high level of alignment between the texts and the social studies continuum, and the instructional focus on use of text evidence to support answers, all of which are elements of the ELA shifts. To further align our instructional practice to the CCLS and the shifts (and based on student work and assessment data), our upper grade teachers modified Expeditionary to include explicit writing instruction based on grade-level language standards and a Sustained Silent Reading (SSR) block to build student stamina. From May-August of 2016, we redesigned the maps and our scope and sequence in grades 3-5 to include writing across genres and additional “culturally relevant” material for students who are growing up in New York City and implemented the use of our writing conference folders to ensure students were receiving consistent and actionable feedback that they could speak to, use when working independently and refer to during their reading and writing instructional periods. These shifts resulted in a reduction of students performing at a level 1 from 58.6% in 2014-2015 on the ELA state exam to 38.2% in 2016-2017 and then to 35.6% in 2017-2018. Our students performing at a proficient level in ELA has increased consistently from 20% in 2015-2016 and 30% in 2017-2018.

For the 2018-2019 school year, Archer made the shift to TC Units of Study for Reading and Writing in all grades, Kindergarten- 5th grade while maintaining all the work that was completed in years prior. This shift came after looking closely at our horizontal and vertical alignment of curriculum across grades during the 2017-2018 school year, and identifying areas that did not align and/or were misaligned. The shift to TC Units of Learning for both reading and writing will provide Archer with a common language around instruction and ensure horizontal as well as vertical alignment across our ELA blocks.
Math

At the start of the 2013-2014 school year, we switched math programs from Envision to GoMath based on DOE recommendations of program alignment to the CCLS. Early analysis of unit tests (and data from the Third Grade State Math Test) showed that students were improving their ability to compute, but were struggling with problem solving. This data led us to incorporate Exemplars into our math curriculum during the ‘14-’15 school year. Exemplars focuses on teaching students how to read and interpret complex word problems based on real-life scenarios, then choose and execute a problem solving strategy. The program provides word problems (on 3 levels) based on each strand of the CCLS for Mathematics. Exemplars has a pacing calendar aligned to GoMath which allows us to choose word problems that require students to apply the concepts they are working on to more complex problems. Consistent use of the program across grades has helped students develop deeper understanding of the standards, as evidenced by improved communication about the problem-solving process on both unit tests and Exemplars.

In the lower grades, we also noted that students were having trouble moving from 1-1 correspondence to the concept of “whole” numbers. When given basic addition and subtraction problems, students were often “counting up” or using fingers rather than adding and subtracting whole numbers. During the 2015-2016 school year, we worked with a math consultant who taught teachers different strategies to build number sense. As a result of this work, all lower grade classrooms now have short (5-15 minute) number sense routines built into their day as either quick math activities or during morning meeting. These routines have coincided with an increase in math fluency in our younger students. Our percentage of students scoring at a "proficient" level on the Math state test rose from 13.1% to 15.6% from 2014-15 to 2018-2018.

Across subjects

We have engaged in discussion about planning multiple entry points into curricula and activities to meet the needs of all of the various groups of students at our school. This will be discussed further in the “pedagogy” section. As a result of this professional learning, all lesson plans include ways in which either work products or work process (including instructional group size) is differentiated to allow every student to access standards-aligned instruction and academic tasks.

During the 2017-2018 school year, we participated in 6 weeks of Professional Learning around Instructional Planning to support teachers in developing lessons that targeted student need, student choice and assessment alignment to learning tasks and objectives.

Data and Implications:

We looked at a number of data sources for this needs assessment, including: Third-Fifth grade test scores and growth percentiles, actual student responses from the state tests, Fountas and Pinnell Running Record data from all grades, STAR Literacy data, and student writing samples from both ELA and math assignments from across grades. Analysis of this data showed a few trends:
• Students reading below grade level did not achieve proficiency on the State Test, regardless of their ability as writers.
• A significantly diminished number of students scoring at Level 1 on the State ELA and Math assessments from 2014-15 to 2016-2017.
• Significant increases in students scoring “proficient” (Level 3 or 4) on the State ELA and State Math exams over the past two years.
• English Language Learners were achieving at a level lower than their peers across assessments.
• The quality of student writing (as assessed using a rubric based on Grade-Level Language Standards) dropped when students were producing work outside of the traditional “” sphere (lower quality writing from the same students on math and science assessments).
• Every grade has 10-15 general education students who were reading significantly below grade level. Looking at data from previous year, these students were our “late readers;” kids who came to school with no early literacy skills and took a longer time than their peers to demonstrate emergent reading behaviors. The biggest achievement gaps were in the 2nd and 3rd grades, but by 5th Grade the students were close to “catching up” (generally reading within a year of grade-level).

While practices related to all of these areas will considered when creating our professional development plan, based on these findings and feedback from our Quality Review and PPO, our main focus for the 2018-19 school year will be improving our writing proficiency across all content areas. We will do this by developing questioning and discussion practices across content areas to ensure our students are exposed to and demonstrating higher level thinking skills.

Part 2 — Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will a 20% increase in the number of students achieving proficiency on both the NYS ELA and Math exams.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in Monday PLC groups around questioning and discussion techniques and problem solving procedures to support student thinking and discussion as well as how they explain their thinking.</td>
<td>All teachers</td>
<td>10/18-6/18</td>
<td>Instructional coach, ESL coordinator, Teacher Leaders, ULIit Coach</td>
</tr>
<tr>
<td>Students (lowest 10% of RR data/periodic assessment data) will receive targeted intervention around ELA or Math during the school day and/or after school offerings.</td>
<td>Lowest 10% of students based on monthly data</td>
<td>11/18-06/19</td>
<td>AIS providers, SETSS providers and classroom teachers</td>
</tr>
<tr>
<td>Monthly parent invitations to meet with the teacher and review periodic assessment data and set goals for students.</td>
<td>All Parents</td>
<td>11/18-06/19</td>
<td>Classroom teachers, Parent Coordinator, Teacher Leaders</td>
</tr>
<tr>
<td>Parent workshop around periodic assessments being administered, the calendar of events and how to read the data from assessments.</td>
<td>All parents</td>
<td>11/18, 2/19</td>
<td>Instructional coach, Parent Coordinator, Parents and Principal/AP</td>
</tr>
<tr>
<td>Administration, Teacher Leaders and Instructional Coach will attend professional development offerings and work with a consultant around improving the quality of questions and discussions within the classroom to support teachers during feedback sessions.</td>
<td>Admin and Teachers</td>
<td>11/18-6/19</td>
<td>Principal, AP, Instructional Coach, Consultant, Teacher Leaders</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers and coaches will introduce the curriculum materials that will be used for instruction and homework as well as the year long goals at the Open House night in the beginning of the school year.

Teachers, Administration, Teacher Leaders and Instructional Coaches/Coordinators will provide workshops throughout the year for parents and the community around question stems, writing and problem solving procedures and strategies that can be used within the home to support the students outside of school, including events such as game nights, make and take workshops and outside speakers.
Parent Coordinator, Instructional Coaches and Teachers will provide workshops to parents and caregivers to support their understanding of assessments (ELA, Math, Science) and opportunities to explore and discuss data to improve their awareness and understanding of what is assessed, what the assessments looks like and provide strategies and supports to prepare the students for success.

Monthly meetings with the Principal to discuss school curriculum, explore new activities that can be implemented in the home, share best practices that have been observed in the classrooms to bridge the home-school connection.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Specific 4-pocket folders for each student to use as conferencing folders (Tax Levy)
- Coaches and teachers will be paid at a per-session rate for summer curriculum planning to integrate genre writing into current units of study (Tax Levy)
- ESL Coordinator and ULIt Coach will host a series of after school professional development on incorporating language acquisition strategies into curriculum and instruction for classroom teachers (Title III)
- Math teachers and representative from each grade will be paid at a per-session rate to revise the math scope and sequence to align and incorporate Engage to our Go Math curriculum.
- Teachers will be paid at the per-session rate to develop periodic assessments that will be administered monthly.
- ESL Coordinator will develop, staff, and plan for an after school program to support ELL students with reading and writing based on data collected in the classroom and NYSESLAT data. (Title III)
- Out of classroom coach positions will be continued for the 2018-19 school year (Tax Levy)
- Teachers College Genre Units of Study purchased for each grade in Reading and Writing (Title I)
- Weekly grade team planning meetings as part of prep schedule for 2018-2019 school year
- Administrators and Instructional coach will develop, staff and plan for an after school program to support all students with reading, writing and math based on data collected from periodic assessments and past exams.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | X | | | | |
| | | | | | | | | | |

Part 5 – Progress Monitoring

2018-19 CEP
**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teachers will administer monthly periodic assessments between the months of November-June that will be scored using the NYS Rubric. We will have a February 2019 check point to analyze data and expect to see a 5% increase the number of students scoring a Proficient level based on November-January data.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Monthly periodic math and ELA assessments. These assessment will include 2 reading passages similar to the state test, as well as 5 Multiple choice questions and 1 constructed responses per passage. For the math the assessment, we will have 8 multiple choice questions and 2 constructed responses.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Our school has generally received positive feedback from parents and teachers on questions relating to school culture on the DOE Learning Environment Survey. In 2017-2018, we received a score of 3.80 on the DOE’s Environmental Survey in this area. According to the 2017-2018 survey, 95% of families reported that our school offers a wide variety of courses, extracurricular activities and services to keep their child interested at school. A list of the programs we have put into place to provide a supportive environment includes:

- Relationships and Referrals to outside agencies for Mental Health Services (NY Foundling, , ETC.)
- Character Education Program push in provided by Guidance Counselor using 2nd Step Curriculum based on school wide themes, teacher request for support and/or incident reports.
- PBIS program that incorporates Class Dojo and opportunities to "purchase" PBIS reward activities and School Spirit Apparel at the Archer Store
- Mediation during student conflicts or misunderstanding
- At-risk counseling (Groups and Individual sessions)
- School Liaison for and other Child protective agencies.
- Conduct PD on child abuse and neglect with teaching staff yearly and other topics as needed.
- Present topics and discussion in at risk or mandated sessions that support self-esteem, character, social skills, and respect for all.
- Inclusion of Social Worker on School Cabinet
- Conduct suicide assessment during crisis with students
- “Buddy” classroom partnerships between upper and lower grade classrooms for Reading and Math.

A previous major area of concern in our data is in response to the question around students harrassing, bullying or intimidating others. According to the 2017-2018 survey, 56% of teachers stated that their students rarely or never engage in such behaviors. Likewise, this was an area of focus in our Quality Review feedback as a majority of students interviewed stated that they have witnessed or experiences teasing and disrespect. To address this area of concern, we are partnered with Yale to adopt the RULER program, trained staff members in Restorative Circles and Emotional First Aid, introduced Class Dojo school wide and redesigned our assembly and student recognition activities.

During the 2018-2019 school year, we will continue to utilize both our Social Worker and Guidance Counselor to provide family outreach and support in addition to working directly with teachers and students to continue to improve classroom environments. During lunch and recess, we have partnered with Asphalt Green to support with organized cooperative games and team building activities.
### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 our school wide incident reports around teasing, bullying and intimidating behaviors will decrease by 10% from September to June as measured by incidents reported to the school administrators, Guidance Counselor, Social Worker and/or OORS reports.
Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., under/over-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide PD for all teachers and staff members around implementation of RULER program and class wide and school wide expectations according to class and school wide charters.</td>
<td>Classroom and support teachers</td>
<td>8/18-5/19</td>
<td>Principal, AP, Guidance Counselor, teachers, paraprofessionals</td>
</tr>
<tr>
<td>The guidance counselor and the Student Intervention Team will work directly with teachers who require or request additional support around Tier I classroom interventions based on weekly review of incident reports and OORS.</td>
<td>Classroom teachers and students</td>
<td>9/18-6/19</td>
<td>Guidance Counselor, AP, Principal, Social Worker, classroom and prep teachers</td>
</tr>
<tr>
<td>Development of a year-long scope and sequence for monthly assemblies focused on character development traits and the 7 habits to develop student understanding of self and others.</td>
<td>Students in grades K-5</td>
<td>8/18-6/19</td>
<td>AP, Guidance Counselor, Social Worker, Principals, Teachers</td>
</tr>
<tr>
<td>Monthly parent workshops to model and share the practices being celebrated with the students every month.</td>
<td>Parents</td>
<td>08/18-06/19</td>
<td>Principal, GC, SW, Parent Coordinator, AP, students and teachers</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Administrators and Parent Coordinator will host a beginning of the year workshop to discuss school wide expectations and hope and dreams for the year ahead. Parents will be presented with the opportunity to develop a Parent Handbook which will include all necessary documentation and information that parents would like a copy of/need.

Parent Coordinator, Administration and teachers will host monthly awards assemblies celebrating and recognizing students in various areas of social success that have been discussed and shared across the school for the month. Parents will be informed of the monthly focus at parent workshops that are hosted by the Principal and AP. Families will be invited to assemblies and/or provided with certificates for their student’s accomplishments.
Special Education Coordinator, Teachers, Social Workers and Guidance Counselor will provide monthly parent trainings around Special Education topics to inform, support and provide opportunities to answer questions parents may have.

Guidance Counselor and Social Worker will provide 2 (beginning of the year and mid year) workshops around Mental Health and outside agency supports as a means of building home and school relationships, as well as relationships between the families, school and outside agencies.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding:

- A small amount of Tax Levy money for one or two teacher meetings over the summer on "Leader In Me" and Stephen Covey's "7 Habits of....." books.

- Title I to purchase program materials and positive reward prizes for Archer Store

Schedule Adjustments:

- Monday Professional Development Time for PL Groups around book discussions and RULER rollout and check ins.

- Coordinating time for Principal, AP, Social Worker, Guidance Counselor and Parent Coordinator to meet and discuss incident reports and OORS reporting.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
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<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
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</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Weekly meetings with Principal, AP, Guidance Counselor and/or Social Worker and Parent Coordinator to review and analyze school wide reports around intimidation, bullying, harassment and teasing. A mid-point check in will take place in February using all reports and data.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

| Teacher submitted reports, OORS reports and Guidance Counselor created document. |

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our educators’ understanding of the Common Core Learning Standards and Instructional Shifts vary across grade levels primarily because some are new to education, therefore we are constantly engaging in discussions that deepen our understanding. However, our educators know the importance of planning their lessons with the common core standards and student needs in mind. Furthermore, our curriculum was designed using the common core and instructional shifts, which further supports our educators’ understanding. All educators are held accountable for every student’s academic progress, which means that our collaborative success is top priority.

For the 2018-2019 school year, we have three Model Teachers who support instruction along with providing cycles of support using the Danielson Framework for teachers in need. Our three Model Teachers lead our school-wide professional development around Guided Reading and Small Group Instruction through PLCs, Lunch and Learn sessions and Individual Teacher Support. Additionally, at Archer we have 2 Reading Recovery teachers who provide support to our lowest 1st grade students in addition to AIS support using the Reading Recovery model. These two teachers support our first grade team during their common planning to support with instructional strategies and suggestions to improve instruction, with a lens on the lowest performing students.

PS 531 continues to work on building an open door culture of collaboration. Our “Area of Celebration” from our 2017 Quality Review was 2.2 (Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels). Additionally, we received a rating of "Well Developed" around 3.4 (Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations) Highlights of our current practices around this section of the framework include:

- Grades K-5 designing and/or modifying curriculum together based on data from previous years/units
- Curriculum planning time given after school and weekly Grade Team Meetings
- Use of specific coaches to help teachers improve aspects of their practice
- Inquiry Teams during professional development time to create an individualized and collaborative teacher development plan/s
- Mentor teachers to support new teachers
- Work with the New Teacher Center (NTC) Project to train mentors to work with their peers on improving practice
- Training teachers in Reading Recovery who can provide whole school, small group, and individual workshops for teachers on literacy acquisition in children
- Partnership with Carmel Hill to provide access to Accelerated Reader skills inventories

To continue to develop our teacher teams and collaboration, our area of focus for 2018-2019 is around teacher inquiry teams. Our focus will be on our use of data to identify students' problems of practice and the instructional
Implications. Additionally, data will be used to identify "problems of practice" using Danielson and Advance data to determine how teachers' must be developed to provide the best instruction possible to all students.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
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</thead>
<tbody>
<tr>
<td><strong>Teacher teams will review student learning data in order to design and implement modifications and adjustments to instruction, and perform targeted intervention that will result in a 20% increase in student proficiency on both the NYS ELA and Math exams.</strong></td>
</tr>
<tr>
<td><strong>Indicate your school's 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</strong></td>
</tr>
</tbody>
</table>

| 2018-19 CEP | 26 |
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Participants</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in weekly grade team meetings and utilize a school wide data analysis protocol to look at student work and make instructional changes and decisions.</td>
<td>All teachers</td>
<td>09/2018-06/2019</td>
<td>Instruction coach, AP, Principal, Teachers</td>
</tr>
<tr>
<td>Teachers will receive PD around Student Work Analysis protocol, data tracking and data analysis by District level support and outside consultant to support with use of assessment.</td>
<td>All PS 531 teachers</td>
<td>11/6/18 and Monday PLC groups</td>
<td>Administration, Consultant, District Level Support Staff, NTC Mentors, Teachers, Teacher Leaders, Instructional Coach</td>
</tr>
<tr>
<td>Development of monthly periodic assessments for teacher analysis to drive instructional decisions around TC Units and Math.</td>
<td>AP, Principal, Instructional Coach, Teacher Leaders</td>
<td>11/18-06/18</td>
<td>AP, Principal, Instructional Coach, Teacher Leaders</td>
</tr>
<tr>
<td>Monthly parent meetings/workshops during Tuesday Parent time to review data from Monthly assessments, develop goals and discuss possible home supports and strategies.</td>
<td>Parents and Teachers</td>
<td>11/18-6/19</td>
<td>Teachers, Principal, AP, Instructional Coach</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent Coordinator, Instructional Coaches and Administration will provide monthly workshops and meetings in which they highlight the monthly work of the teachers and staff members, providing insight around what is being taught, trips, assemblies and experiences the classes are participating in and the expected learning outcomes as a means of building the school-community ties and providing discussion opportunities for caregivers and their children.

Parents will be invited to participate in book clubs around texts being read by teachers and staff members, as well as Stephen Covey's "7 Habits of....." books.

Part 4 – Budget and Resource Alignment
Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding:

- Tax Levy to pay per session for summer and after school grade team planning
- Title I to purchase additional materials as necessary for extended activities
- Title I to fund training for an additional mentor to allow more teachers to participate in the NTC – Mentoring program

Scheduling:

- Inclusion of a weekly common prep for grade team planning
- Additional prep periods for teachers and mentors involved in the mentoring program

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<tr>
<td>X</td>
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<td>In Kind</td>
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<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Administrators will review Advance data around component 3d after cycles of observations to review trends in ratings. A mid point check in will take place in February.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

By February 2019, 50% of teachers will demonstrate growth around Advance component 3d, improving from developing to effective or effective to highly effective.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

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<table>
<thead>
<tr>
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<td>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</td>
<td></td>
</tr>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</tbody>
</table>

“School Leadership” and “Trust” have been our two most highly-rated areas on the School Environmental Survey (both receiving ratings significantly above City-Wide averages). Scores in both areas have risen each year. The leadership team focuses on working closely with teachers and receiving input from a range of stakeholders and data sources to shape the yearly instructional focus of the school in ways such as:

* The Principal and leadership team have made a number of shifts in daily programming to support teachers and staff members and to encourage collaboration across teams, grades and groups.

* Trained teachers in Reading Recovery to provide targeted support to 1st Grade at-risk students and provide professional development to other staff members

* Worked with the New Teacher Center to train 3 in-house mentors to provide better coaching to new teachers and teachers in need of specialized support

* Moved to a “departmentalized” system for the Third-Fifth Grades. Each grade has an exclusively scheduled math/science and an ELA/social studies teacher

* Hired an additional ESL teacher to support push-in instruction based on our rising number of ELL student.

* Addition of 3 Teacher Leaders to support with teacher development and feedback/support.

The biggest area of improvement noted in a review this indicator was lack of “timely” observations. According to surveys and discussions with teachers, the feedback provided during debrief sessions was not always timely or consistent. A priority for the 2018-2019 year will focus on the observation cycle changing from one that is completed in cycles at different times of the year to one that is ongoing and provides staff members with a variety of visits (formal, informal, drop it, requested) from various members (peers, coaches and administration). With the support of our Teacher Leaders, our goal is to improve how quickly and how often teachers are observed and how comfortable they are giving and receiving feedback.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By 2019, school leaders will provide professional development to build teachers' capacity in designing coherent instruction and assessment in instruction, resulting in 10% of teachers moving up one level on the HEDI scale.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff members</td>
<td>9/2018</td>
<td>Principal, AP, Teachers, Teacher Leaders, Instructional Coach</td>
</tr>
<tr>
<td>All Staff Members</td>
<td>9/2018-11/2018</td>
<td>Principal, AP, Instructional Coach, Teacher Leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>9/18-6/19</td>
<td>Principal, AP, Instructional Coach, ENL coordinator, Teacher Leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>10/18-6/19</td>
<td>Principal, AP, Instructional Coach, Teacher Leaders</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Administration and Parent Coordinator to host monthly parent meetings to discuss highlights of instruction occurring at Archer Elementary.

PTA will work to assign parents to a specific grade to support teachers with finding volunteers for trips, showcases, class events, etc as a means of increasing community and school ties.

Parents will be utilized to support and lead book groups around selected topics around education and concerns.

Parents will create a Parent Handbook that includes materials they determine to be important for all families to have, including information such as: uniform policy, lateness policy, grading policy, important dates to know, etc.

Three PTA, Parent Coordinator and Administration meetings during the 2018-2019 school year to discuss parent involvement, volunteers and parent leadership in the Archer Community. These meetings will also serve as opportunities to share ideas and discuss community and parent questions, concerns and growth.
Quarterly surveys administered to parents regarding their feelings about instruction, Archer staff, safety, after school programming, curriculum, etc.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding:

- Title I to pay for Mentor's NTC work
- Fair Student Funding to pay for Per Diem for mentor days at training and coverage for "coaching" periods; Per Session for Mentor after-school meetings

Scheduling:

- Leadership Cabinet will create the assessment calendar and provide dates for assessments throughout the year, including citywide and school wide assessments.
- Principal and Assistant Principal will set an after-school meet 2 days per week, first period, to discuss observations for the week ahead and on Fridays to discuss observations completed.
- Administration and Principal's Secretary will use a shared calendar to document when observations are being conducted as a means of decreasing the number of interruptions
- Shared calendar will include Advance report writing time to reduce the number of interruptions to the AP and Principal as a means of ensuring reports are completed and feedback is timely
- Instructional Cabinet will meet weekly to review progress toward providing teachers with timely feedback based on observations

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| || C4E | | 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

School will be on track to complete the goal if:

- Our benchmark measure for progress is: 50% of MOTP observations completed by the beginning of February 2018, as measured by the MOTP Dashboard in ADVANCE and 5% increase in proficient ratings around components 3b, 3c, 3d.
All teachers have received feedback within 3 days and support within 10 school days of their observation, as measured by tracking on our in-house spreadsheet.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ADVANCE Observation Tool (School-Level Observations Dashboard)

### Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

PS 531 has been holding well attended parent events since the school’s inception in 2011-2012. Prior to 2014-15, the principal held monthly “Tea and Talks” with parents about what was happening in the school and ways to help their children at home. Additionally, the parent coordinator organized a variety of cultural events, concerts, and workshops for parents. Parent attendance at Tea and Talks and PC workshops has increased each year since 2011-12. With the advent of “Parent engagement” time during the 2014-15 school year, teachers also began hosting monthly events by grade on Tuesday afternoons.

In 2015-16, we met our goal of increasing the percentage of parents/guardians who felt they were invited to visit classrooms to observe the instructional program (goal was to reach 86%, 92% responded positively). This year, the Environmental Survey question with the lowest positive parent response rate was "I have been asked or have had time to volunteer to support the school," to which only 70% of parents had a positive response. For 2018-19, we plan on continuing the structures we put in place to get parents into the building to see the instructional program, but our goal will be to provide more volunteer opportunities to allow all parents to help the school and continue to improve parent/school relationships. Our priority need is to raise parent participation within the school and their understanding of our school wide goals, which we will accomplish by providing more opportunities to be a part of the instructional aspects of the Archer community throughout the year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 10% increase in positive responses to the question posed to parents around their understanding of their child’s performance levels based on data check ins provided during Tuesday Parent Engagement.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/ Guardians</td>
<td>Monthly, starting in November</td>
<td>SLT, PTA Board, Principal, AP</td>
</tr>
</tbody>
</table>

Meet with parent coordinator, PTA board, and SLT to create a list of potential volunteer opportunities at the school (including opportunities that would not require adults to be in classrooms)

Work with parents to develop a folder and goal setting card that is parent and student friendly for data conversations

Develop calendar of data meetings for parents

Notices for all volunteer activities and all surveys will be sent in all native languages spoken in the school. The school will have student and staff interpreters prepared during this time to encourage non-English speaking parents to attend the events

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### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Technology Teacher and Parent Coordinator will partner monthly to update the school website to ensure parents and community members who are unable to be physically present to attend workshops and/or meetings can access information and stay up to date with school information, curriculum information and events.

Partnership with after school program to continue providing after-school programs as well as school vacation and summer "camp" opportunities to the children within the school building.

Partnership with the the local YMCA to continue the swimming program for 2nd grade to ensure students are provided the opportunity to learn basic swimming skills.

Continue to offer three Scholastic Book fairs throughout the school year to promote literacy and reading. Book fairs will take place on the days/evenings of Parent Teacher Conferences.

Partnership with LEAP program and NY Road Runners to provide after school programs to families.
After school tutoring provided to students for ELA, Math and Phonics (before school)

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Funding**

- Translation/Interpretation funds to create event invitations in Arabic, French, and Bengali (Title III)
- Per Session funds for culture team meetings (FSF)
- Food for meetings (Title I)
- Per session for teacher to update the school website to include important information around events

**Scheduling**

- Prep schedule adjustments on “Come to school with your child!” days
- Teacher team planning time to discuss specific scope of monthly lessons with parents
- Tuesday Parent Engagement calendar to ensure all parents are invited for data discussions regarding monthly assessments.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | || | Title I TA | || | Title II, Part A | X | Title III, Part A | || | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| || C4E || 21st Century Grant || SIG || PTA Funded || In Kind || Other |

**Part 5 – Progress Monitoring**

2018-19 CEP
### Part 5a.
Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parents will complete a survey in November, February, April and June around their experiences at Archer. A mid-point check in is scheduled for February 2019, with a 5% increase in the number of parents who feel that they understand their child's performance levels based on data meetings with the teacher.

### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.

- Surveys

### Part 5c.
In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)  
*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**           | Initial criteria for determining AIS services will be previous year’s performance on either State or in-house assessments, depending on grade. Students be re-evaluated for services every 6-7 weeks based on progress toward goals. | AIS:  
Phonics - Wilson  
Fundations - Wilson  
Fluency - Wilson Fluency  
Comprehension - Reading Recovery, Fountas-Pinnell Intervention Kits  
Classroom Interventions include technology based programs( Imagine Learning) and re-teaching strategies by the classroom teacher or paraprofessional | AIS: Small group pull-out or push-in instruction  
Classroom Interventions: independent computer time, small group and one-to-one | AIS- Daily during the school day  
Classroom Interventions: daily during the school day |
| **Mathematics**                           | Initial criteria for determining AIS services will be previous year’s performance on either State or in-house assessments, depending on grade. Students be re-evaluated for services every 6-7 weeks based on | AIS:  
-differentiated, guided instruction and re-teach using the Go Math! Curriculum  
-ST Math | AIS: Small group pull-out or push-in instruction | AIS: 2-3 times a week during the school day  
Classroom Interventions: daily during the school day |
### Classroom Interventions:

<table>
<thead>
<tr>
<th>Subject</th>
<th>ST Math</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

- Teachers and administrators will identify students exhibiting at-risk behaviors or emotional responses and bring those students to the Student Intervention Team, which will make the decision whether or not to provide at-risk services.
- Counseling and social skill building with social worker and school psychologists. Focus areas vary depending on student need, but generally include: socialization skills, safe transitions between activities and areas of the school, self-monitoring, and appropriate responses to frustration.
- Small group and one-to-one
- As needed during the school day

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progress toward goals.

Exemplars

and independent computer time
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.
   - Assistance with warm clothing during cold-weather periods (hats, jackets, gloves)
   - Free school uniforms (3), sweatpants and sweatshirts, backpacks, and school supplies
   - Workshops with parent coordinator on programs and services available in the area
   - Site and home-based student and family therapy via one of our CBO partners, when requested

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   NA
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

Directions:
- All Schools must indicate their Title I status in Part 1.
- All elements of the All Title I Schools section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the SWP Schools Only section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

PS 531 is a relatively new public school. We post any anticipated vacancies on the New Teacher Finder and Open Market Hiring systems in April to ensure we have the opportunity to interview the widest possible range of candidates before they are hired by other schools. We hold two open houses per year, which allows us to meet and vet potential candidates before the interview stage of our hiring process. The school houses student teachers from both Teachers’ College and Bank Street, which gives us the opportunity to see potential high-quality teachers in action with our students and decide whether or not they are a good fit for our school. After interviews, all high-scoring candidates are invited to teach a demonstration lesson with a class of our students. We look for applicants licensed in areas that meet the needs of our student population (ESL and Special Education, in addition to Early Childhood and Common Branch). All chosen applicants are considered highly qualified as defined by ESEA. PS 531 had a 90% teacher retention rate between the 2014-15 and 15-16 school years. We have also received consistent high ratings from teachers on the school environmental survey for the past several years. We mention this when recruiting and believe that these ratings help us get a high number of responses to our postings on the Open Market Transfer System.

To ensure our staff stays highly qualified, we use part of our Title I 5% set-aside to help teachers pay for classes that allow them to be certified in multiple subject areas. We encourage all staff members to become leaders and provide pathways for them to do so. In the past few years, we have had two staff members in an administrative program at Bank Street, another in the LEAP program, and seven participating in the DOE Teacher Leadership Program. Encouraging leadership development has helped create a positive culture that is attractive to both current staff members and highly qualified teachers looking for a school in which they will have leadership opportunities.

This year, we are also participating in the New Teacher Mentoring Project. Each new teacher is provided with a mentor (who spends the year receiving professional development on effective coaching) with whom the new teacher meets for at least an hour each week to discuss instruction. This program benefits both the new teachers in terms of likely retention and the two coaches in terms of receiving training which will make them more effective leaders within the school.
2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our instructional focus, based on our students’ results on State and internal assessments, is “improving our students critical thinking and problem solving skills across content areas.”

Our professional development plan is geared around helping teachers achieve that goal. The plan includes a number of components, outlined below:

Teacher-Led Professional Development – Once every 1-2 months, two or three groups of teachers will create a professional development session for their peers. Initial PD topics and the teachers leading those PDs will be chosen by administration (and related to data-based instructional needs), but as the year progresses, teachers will be able to create proposals for workshops they would like to lead. Staff members will be able to choose the workshop (from the menu of 2-3 options) they think best meets their development needs.

Problem of Practice Conversations – Last year we began specific, targeted discussions around Problems of Practice that were being identified through Advance data or teacher identified. PoP conversations revolve around a specific instructional or management issue a teacher is having in his/her classroom. The teacher presents the issue (to either a partner or group of 3), along with data or student work that illustrate the problem. Colleagues then ask clarifying questions, including “Have you tried…” stems. At the end of a conversation, a teacher should have 2-3 self or peer generated next steps to attempt in their classroom.

Admin Run Professional Development – There will be times when we need to discuss a specific instructional issue based on internal data as the year progresses. Administration will run PD on those days.

In addition to Mondays, we have other professional development and learning structures in place:

After School Single PD Sessions: These sessions are optional and teacher-led. The sessions are primarily for newer teachers, but anyone is invited. To date, we have run single PD sessions on: administering running records, administering ECLAS, elements of guided reading, creating goals for small groups, and smartboard basics. Additional planned sessions include: smartboard intermediate and advanced, creating SMART IEP goals, individual Danielson component sessions, and ENL strategies. The purpose of these sessions is to support teachers who are either new or might need additional help in a specific area. The topics of the sessions come from a combination of input from teacher leaders and administration.

Grade Team Meetings: Weekly grade team meetings are used for a variety of purposes (instructional planning, administrative support, data discussions), but are considered professional learning at least once a month when teachers look at student work in a specific area and discuss processes and practices around how that work was produced, then get feedback and discuss best practices with grade team colleagues.

Tuesday “Other Professional Duties” Time: Twice a month, content area teams will meet from 3:20-4:00 during “Other Professional Duty” time. Teams include: Special Education, ESL, Math, ELA, Lower Grades, and Social-Emotional Support. During this time, team leaders will facilitate content-specific discussions focusing on planning, best practices, and data in relation to practice in their area.
Book Clubs: One time per month, 45 minutes of Monday PD time was devoted to book clubs around texts that teachers selected to read (from a provided list). The teachers will read the text throughout the school year and prepare a share for the staff in June around the text and the implication it had on professional practice.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

<p>| |</p>
<table>
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</table>

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

<p>| |</p>
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</table>

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Multiple Open-School Events - one before K admissions and two for students and parents once they are registered for Kindergarten to allow the families to see classrooms and learn about expectations for Kindergarten Students.

- Individual parent discussions about concerns and/or services students received before Kindergarten to ensure a continuity of services.

- K parents workshops in September and November to allow parents to see their child’s classroom and get a better understanding of routines and expectations.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teacher decision-making about assessments takes place on multiple levels. Teachers have input into several types assessment measures, including:

- The specific Measure of Student Learning they will use on each grade. Teachers receive professional development on the different beginning/end of year options available to measure student progress (running records, online assessments, and performance assessments), then choose the option they think will be most appropriate to measure the progress their students have made from the start to the end of the year.
The school has a set of periodic assessments (and an assessment calendar with due dates) developed by teachers and administration of the course of several years. Teachers use Accelerated Reader, F+P Running Records, and the ECLA Phonics suite to assess reading progress four times over the course of the year and Accelerated Math to assess math progress. Teachers have been provided with workshops on the administration and scoring of all above assessments.

All lessons (documented through lesson plans) include a "formative" means of assessing student understanding of the daily learning target to provide teachers with the data necessary to make real time instructional decisions. Teachers have received professional development around different types of formative assessment and are able to select the specific type of assessment they believe will give them the most accurate data around student understanding based on the material taught.

### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>419,343.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>13,984.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,156,113.00</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aim to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 531, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

PS 531 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.</td>
</tr>
</tbody>
</table>

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act.

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

---

**Encouraging School-Level Parental Involvement**

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

---

**School-Parent Compact (SPC)**

PS 531, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for
improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act.

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Every Student Succeeds Act.Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities
monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

courage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child’s school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child’s education;

communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;
• show respect for myself, other people and property;
• try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

1. **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

☑ Before school ☑ After school ☐ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

| ☑ K | ☑ 1 | ☑ 2 | ☑ 3 | ☑ 4 | ☑ 5 |
| ☑ 6 | ☑ 7 | ☑ 8 | ☑ 9 | ☑ 10 | ☑ 11 | ☑ 12 |

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Archer Elementary currently serves about 120 ENL students from grades K-5. We have about 50 Emerging and Entering students and 30 Transitional students. During the 2017-18 school year, we had more than 20 New Comers register at Archer, all of whom had proficiency levels of Emerging and Entering. Additionally, more than half of our ENL students are not on their grade reading level and are struggling with writing. As a result, we will provide additional small group instruction for our English Language Learners in order to support their second language acquisition. Our group instruction will have a particular focus on academic language across all subjects. We will be instructing in English as we have a diverse array of language backgrounds (Spanish, Bengali, Arabic, etc). There will be a total of 6 teachers (4 ENL certified, 2 common branch) providing additional support to our ENL students. We will use WriteSteps and Targeted Phonics to supplement our ELA curriculum while focusing on the academic language in GoMath to support language acquisition across content areas. These programs should support language acquisition via engagement with high-interest, standards-based writing, language, and math content. Classes will be formed by heterogeneously within NYSELAT Grade Bands (1/2, 3/4, 5) to allow students to receive support from both teachers and peers at a range of levels of English acquisition.

Program Logistics:
Before school: 7:15am-8:15am Day: Tuesday - 30 sessions. Each of 3 groups will be taught by a certified ENL teacher
After school: 2:45pm-4:45pm Day: Wednesday - 30 sessions. There will be 3 teachers (1 ENL, 1 ELA, 1 Math). Teachers will rotate for 45 minutes with each group, so each student receives ENL, ELA, and Math instruction.
Duration: October 2018-April 2019
Timekeeping/Attendance: Teachers will take attendance at each session, which will be collected and archived by the ENL Coordinator
Assessment: Teachers will use initial school-wide assessment data (F+P Reading Level, ECLAS Phonics, BOY Math Testing Results). Teachers will collect
Note - the total cost of the program as recommended will be $16,376, including an overage of $1,322. The school will supplement the cost of the Title III LEP using other funding sources.

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider
Part C: Professional Development

Begin description here: ______
Archer Elementary English Language Learners are currently placed in Freestanding ENL classes and in General/Special Education Classrooms. It's been identified that teachers are struggling with strategies and support needed to reach all level of learners, especially in terms of ensuring students acquire Academic Language and Skills needed to increase their reading levels to understand grade level content.

Additional Professional Development will be provided to teachers (both ENL and CB) to support making curricular and instructional modifications to meet the needs of ENL students at a range of proficiency levels. Development will be offered during school via Grade Team Meetings, through optional "Lunch and Learn" sessions, teacher meetings and after-school session opportunities. A member of the ENL staff will attend District ENL learning opportunities and PD and use this information as a basis to turn-key to staff.

After School PD: Beginning end of September 2018, then sessions will be once every 6 weeks until May 2019.
Dates: TBD
Facilitators: Eunice Kelly (ENL License) and Joy Spears (ENL License)
Time: 2:45pm-4:45pm
Topics will include:
- Unpacking complex texts
- Implementing small group instruction
- WITsi: Sentence Types
- How to scaffold lessons to reach all levels of proficiency
- Unpack ENL progression in order to plan for Reading and Writing
- Building Math Vocabulary

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.
- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ______
Title III Teachers will provide ongoing workshops to promote Family Engagement. Workshops will include topics around the importance of practicing what is taught in school through homework and how parents can reinforce what students are doing during class. Teachers leading these parent-workshops will send home monthly calendars to inform parents of upcoming workshops as well as bilingual or native language resources they can utilize in their homes. We will provide translation for Spanish speaking parents through letters sent home, which will be translated by in-house staff members. We will also provide Bengali and Spanish translation during the parental engagement time, provided by our in house staff who are fluent in the language. Other languages not provided by in house staff will be translated using electronic software during the workshop for the parents who need it and parents who volunteer.
Part D: Parental Engagement Activities

The workshops will be held once a month on Tuesdays during the 45 minute parental engagement time. Additionally, we will also offer 2 hours of training on Saturdays from 9-12:30pm, while students are engaged in other programs. This program will run from October to April, when the other programs run, totaling approximately 10-15 sessions. The money will be allocated for per-session time. We will have 2 ENL Certified teachers and 1 General Ed. leading the workshop on Saturdays. Title III Teachers will provide training to the parents who need more support.
Topics include:

- Literacy at Home
- Supporting ENL students with homework
- Go Math Vocabulary and Support
- Family centered learning Activities

We will maintain records (agendas, data and attendance) in the professional development binder in the main office, Parent Coordinator’s binder as well as in the ENL Coordinator’s binder.

---

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Allocation Amount: $________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Bronx</td>
<td>531</td>
</tr>
</tbody>
</table>

| School Name  | 531 |

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Erin Finerty</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Nash Matute</td>
</tr>
<tr>
<td>Coach</td>
<td>Amanda Broege</td>
</tr>
<tr>
<td>Coach</td>
<td>Lori Otero</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Eunice Kelly</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Esther Perez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jessica Chi/ ELA</td>
</tr>
<tr>
<td>Parent</td>
<td>Michael Mozon</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Pearl Francis</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Beth Orecchio</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Jacqueline Rosado</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td></td>
</tr>
</tbody>
</table>

### C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>7</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>5</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>2</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

### D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>492</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>125</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>25.41%</td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part II: ELL Demographics

#### A. ELL Programs

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and non-ELLs)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tr>
<td>Check all that apply</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

### Part III: Assessment Analysis

**After reviewing and analyzing the assessment data, answer the following:**

1. **What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?**

   Archer Elementary uses three methods to assess student proficiency in literacy. The first assessment tool is ECLAS, which measures a student’s command of phonics as well as their degree of phonemic awareness. In addition, students are assessed through running records to ascertain their Fountas and Pinnell reading level. The last is STARS, which measures the standards of reading, literature, foundational and information. The results of these assessments allow the school to tailor reading materials to a student’s level as well as choose specific reading and decoding strategies to teach each student. The data shows areas that the children need to improve to meet reading grade level expectations. Such as letter sound awareness, names of letter, beginning and ending sounds, decoding and syllabication. This data helps inform our school about areas that each individual child needs to improve in order to move forward as a reader.

2. **What structures do you have in place to support this effort?**
We currently group students by reading levels in grades K-2 and provide targeted instruction based on their reading levels. Students rotate and receive guided and independent instruction to move forward as readers. Students who are below grade level receive Reading Recovery, individual targeted instruction. In grades 3-5 we provide students with guided instruction within the classrooms and also with the ENL providers to meet students individual reading needs. Teachers assess students to ensure students are making progress and to provide them with skills and strategies needed to advance to the next level. Students in grades K-5 who do not make progress during the guided and classroom instruction are grouped into AIS and receive additional focused instruction to develop basic skills needed to make progress.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? Archer Elementary believes that data and test scores for each student is a way to evaluate if a program is successful. We also believe that professional development, teacher training and solid instruction all help to determine or drive the “data”. Therefore, since this is the first year we are received ELA and Math State Scores, we are currently developing an accountability plan to put in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

4. What structures do you have in place to address interventions once the summative data has been gathered? Once the data has been gathered a team of teachers (Special Education Coordinator, Instructional Coach, Content Teacher, and ENL Teacher) meet to discuss classroom strategies and skills taught and student’s past and current interventions received. Students are then added to an AIS group or a Reading Recovery Group where the reading specialist works with the students to acquire reading support for 6 weeks and monitor student progress. Where as the ENL teacher provides students with language support needed to make connections to the reading support being offered. We then meet again to discuss if the students progress and next steps.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   Our RtI team collects data from teachers who are concerned with students who are not making progress. We then discuss if it is an instructional challenge or the student needs more scaffolding support in the classroom. We observe the classroom teacher and write our findings of classroom support, differentiation, strategies and skills being taught. We then meet with the teacher to discuss interventions needed in the classroom, after 6 weeks if the student does not make progress, we then provide AIS to the student and evaluate if they have met their targeted intervention plan. If the still is still struggling we then meet with all teachers again to discuss the next cycle of interventions and request data to compare other students on grade level. Teachers provide F &P data, writing pieces, ECLAS or phonics assessments, track the STAR assessments. Depending on the specific reason for the referral we compare how the student is making progress in other areas. If the student is not making progress and it is not an instructional problem, we meet with the teacher to request a meeting with the parent to discuss other options available for intervention.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   We noticed that the majority of our ENL students fall within the intermediate and expanding levels. Students who have been in ELLs since 2 nd grade who have not moved are SWD. Those students are mostly EM and TR, have have been on that level since the first language assessment.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? This year we provided teachers with trainings before and after school and discuss how to make adjustments based on the data received from assessments. Teachers who have attended the workshops have made adjustments to their lesson planning incorporating various models and strategies of teaching ENL students. We focused on specifically training ENL and Content teachers on the SIOP Model. Making sure teachers build students backgrounds prior to teaching concepts, since our struggling students are between the Entering and Transitional Proficiency levels.
Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      
      Our school provides free standing and both push-in and pull-out classes to serve the needs of ELLs. The ELLs are grouped by proficiency level and serviced throughout the day, with various certified ENL teachers. The classes are heterogeneous. Students in grades K-5 are in one class with one teacher most of the day. We have 2 Freestanding ENL classes that are serviced by certified teachers. Integrated Model: Those teachers receive additional support from the ENL Coordinator 1 or 2 a week, to support the EN and EM students. The other classes with ENL students: K - pull-out, 1 st -pull-out, 2 nd (Both) 3 and 4 th both, 5 th Pull-out and Push-in. Servicing is given as it is mandated on the CR part 154.2 as well as what is needed for the student at the time of instruction.
   
   b. TBE program. *If applicable.*
      
      Paste response to questions here:

   c. DL program. *If applicable.*
      
      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      
      Teachers will be pushing-into classrooms during the ELA or Math portion of the day and pull-out students during the ENL time of the day. The push-in, pull-out servicing will be grouped by students based on level of proficiency and classroom instruction. EN, EM, TR students are grouped together, TR, EX, and CM are also grouped together based on the instructional and language need of the students as stated on their assessments and classroom instruction. As students make progress the teacher groups students accordingly to address their language and academic needs.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   
   Teachers will plan language objectives that target mastering of content. After assessing students, they will develop lessons using scaffolding strategies: visuals, language structure, building background knowledge and target specific language needs during both instructional approaches. During the push-in model, teachers will co-teach with classroom room, in a small group and or add additional support throughout ELA instructional lessons with differentiated activities. Students are able to read in their native language are given glossaries. The ENL teacher also uses real-ia in the students native language to build their background. Teachers also incorporate, to their ELA Lessons: background knowledge, contextual vocabulary, close reading, guiding and, comprehension Questions, Structured Organization around writing (Graphic Organizers, models, prompts, sentence starters). Using the EngageNY Scaffolding suggestions guide and our new writing program WrtieSteps.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   
   Students that speak Spanish are given the Spanish LAB to determine their language proficiency.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

All students receive support that enables them to meet lesson objectives according to the way they are able to learn. Newcomers receive visual support and a vocabulary review, sentence starters and more to understand content in the classroom. Newcomers are also grouped from grades 3-5 to receive basic phonics and language support.

- English instruction as a support structure to clarify, build prior knowledge, extend comprehension, bridge experiences. SIFE and Developing students also receive scaffolding support prior to learning instruction and during instruction, visuals, manipulatives, vocabulary review, videos and more. Former ELLs are given structures and process needed to complete assignments as well as other scaffolding supports as needed throughout instruction. We also use these scaffolding for all of our ENL students: meta-cognitive development: self assessment, think aloud, asking clarifying questions, using a rubric for self evaluation. Contextualization: metaphors, real-ia, pictures, audio and video clips, newspapers, magazines.

Building Schema: bridging prior knowledge and experience to new concepts and ideas.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs are served according to the specifications in their IEPs, and are taught by a certified special education teacher. The ENL Specialist pushes in to special education classes as well as pulls out to provide language support. Teachers of ELL-SWD use visuals, real-ia, media and many other materials such as math tools, flash cards, RAZ-KIDS, Imagine Learning, and Fundations to support students and provide access to academic and content areas. Students are provided with flashcards, manipulatives and other tools necessary in each subject.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school ensures that all students are able to reach academic success, within their IEP goals. Teachers provide support to students by scaffolding the curriculum; providing linguistic sentence structures, using videos, and adding pictures to words as a way to reach students visually. They also provide students with graphic organizers to assist in the organization of the text, and pre-teach any vocabulary to connect to background or build background knowledge.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The ENL teacher provides students with intervention based on the data taken from classroom instruction, NYSELAT, STARS and F & P. Students are grouped homogeneously and heterogeneously throughout the day. The ENL teacher provides students with phonics intervention based on the data taken from the Stars, NYSELAT and F & P. Students are grouped homogeneously and heterogeneously throughout the day. Students in grades K-5 who are emerging and transitional who have acquired language acquisition but are not making progress in reading are given additional support by our reading recovery specialist or AIS support teacher.

Students in kindergarten through second grade at the intermediate and advanced level of language proficiency are grouped by reading levels and are given instruction to meet their language goals build their English language. For math we target content/language objectives after and before students are assessed in order to build their vocabulary and acquire foundational math skills. ENL teachers push-in to support expanding students during math and pull-out entering students who need to building basic math skills. We use Exemplars to teach students steps to problem solving.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We will begin a intervention cycle similar to AIS, where target student's comprehension needs based on the STARS and the F&P. After assessing students, teachers will work on specific reading skills and post test to make sure students have mastered the skill.

10. If you had a bilingual program, what was the reason you closed it?

NA
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs rotate throughout the school, with groups that are within their levels and interest. Every Friday we have Enrichment, where they chose a club and participate in small groups such as, Math through Art, Chess, Board Game Mania, and many others with assist with the second language acquisition. We are currently in the process of also developing a after school success academy for our ELLs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The Go Math program, which focuses on interactive and visual learning, is used to enhance students ‘mathematical skills. It also provides Spanish materials for students. Hands-on lessons are used to teach students science. These areas are integrated with literacy whenever possible; math stories and science experiences often become fodder for language experience writes. Students experience whole-class instruction, shared and guided reading and writing, and reader’s and writer’s workshops, in addition to completing individual work. Both fiction and non-fiction literature and topics are treated. Before, during, and after-reading activities and strategies help prepare students for work, actively engage them, and solidify and process their understanding. Fundations, a comprehensive phonics program, coupled with the computer program Imagine Learning, is also used to assist students in literacy. They also use Accelerated Reading to

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In K we have a Bengali Para who provides translation to students. We also have a bilingual para who provides bilingual translations to students as needed. We have school aides and other staff who assist in translating for students in their home language as needed. We also use SAY Hi App and Google translate for minimal words and phrases for our students.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The Special Education coordinator ensures students are receiving the required services as mandated on their IEP. She meets with all the service providers in the beginning of the year and schedules their services and gives me a copy.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

The Go Math program, which focuses on interactive and visual learning, is used to enhance students ‘mathematical skills. It also provides Spanish materials for students. Hands-on lessons are used to teach students science. These areas are integrated with literacy whenever possible; math stories and science experiences often become fodder for language experience writes. Students experience whole-class instruction, shared and guided reading and writing, and reader’s and writer’s workshops, in addition to completing individual work. Both fiction and non-fiction literature and topics are treated. Before, during, and after-reading activities and strategies help prepare students for work, actively engage them, and solidify and process their understanding. Fundations, a comprehensive phonics program, coupled with the computer program Imagine Learning, is also used to assist students in literacy. They also use Accelerated Reading to

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We schedule a parent orientation for K parents and discuss the various programs available and options for their student. Together with the School counselor and parent coordinator we schedule workshops to assist parents with emotional and mental support for their students. We also plan academic workshops together with the Instructional math and reading coaches, with the outside Exemplar Provider and ENL Specialist for parents and ensure translation is available for parents of other language that attend.

17. What language electives are offered to ELLs?

NA
18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a DL program.

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   Teachers are given PD in the beginning of the year in using the NYSESLAT to drive instruction. They are also guided throughout the year in how to teach, scaffold and differentiate instruction for our students. We also meet once a month to discuss student progress and targeted intervention needed to meet student goals. We also have a NYCWP that all staff members attend on writing. The Secretary attends training outside of the school.
   Teachers are offered various PD that enables them to meet students where they are achieve second language acquisition.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
   The ENL sends an email with upcoming PD topics to all the staff in the school, then sends out an sign-up sheet with content area- grade and area of concern. She then plans her PD based on teachers feedback and based on the data and past years reports. She plans the PDs before and after school to accommodate teachers schedule. The sign-up sheets, agendas and attendance sheets are kept in a binder in the office labeled ENL with handouts and topics given.

**Parental Involvement**

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   In the beginning of the year the PC schedules on going meetings with parents once a month during Tea and Talk with the principal, where various topics are discussed. During the sessions they also discuss goals of the school, various school options and language development.
   The Archer Elementary School website lists school events of note for parents, and also features a “Parents’ Corner” where parents may find more detailed information regarding the content of their child’s education at Archer Elementary school. Closer to spring, Ms. Kelly, the ESL Specialist, will host parent workshops on ways parents can assist their child with the State Exams.
   Translation services are available to all the parents. Parents are invited to school concerts, publishing parties, and science fairs. All parents are encouraged to share in these celebrations.
   The school will provide workshops on a variety of topics: standardized testing, reading research and balanced literacy, and open house (where parents meet with classroom teachers and get information on all aspects of the curriculum. Parents are also invited to celebrations of academic work (i.e. writing celebrations, family reading night) held at various times of the day to maximize parent participation. Parent workshops are facilitated by Administration and the Parent Coordinator, and are presented in English and Spanish for our large Spanish speaking population. One aim of the ELA workshops will be to provide a
context for understanding reading progress. Parents will also be provided with strategies for helping their children pick “Just Right Books”. Familiarizing parents with school policy for homework communicates the school’s high expectations for each student and how that is related to homework. SLT meetings are also held once a month in the evenings for the parents to attend. In addition, our parent coordinator is always available to speak to the parents. There is an active parent association that meets monthly. In addition, workshops are given to engage parents in the process of exploring and articulating their own reading habits. Presenters share multiple strategies and ideas to help parents support children’s reading. During these meeting, parent leaders address needs of parents and discuss ways Archer Elementary can provide workshops to address their needs. During parent teacher conferences parents also discuss needs they may have with the teachers. We also review parental involvement surveys to determine needs of parents and ways to address them. Tuesday’s during the Parental involvement activities address the needs of parents by trying to reach and assist them with their social, academic and emotional needs through internal and external resources.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Since our school has a large population of ESL students and students with HLOE, even though they are not classified as ESL students, parents are still invited to participate in all of our workshops. We ensure translators are provided and parents understand the content being given. During the parental involvement time on Tuesdays teachers provide various workshops that address parents needs and concerns of their students. Each grade has a focus and throughout the year they elaborate on the topic based on parents surveys and students progress. The ESL Coordinator provides translation to Spanish parents, and we have parent volunteers who translate in other languages as needed.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Zakariah Haviland, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Finerty</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Nash Matute</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Pearl Francis</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Eunice Kelly</td>
<td>ENL/Bilingual Teacher</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Michael Mozon</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jessica Chi</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Amanda Broege</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Esther Perez</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jaqueline Rosada</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eunice</td>
<td>Kelly</td>
<td>ENL Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor’s Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. An ENL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff, that are fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. This year the ENL Coordinator will use data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ENL Coordinator will then begin to update the record of parent language preferences, which is maintained and continually updated by the ENL coordinator throughout the school year. Primary language information obtained from ATS and the emergency card is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ENL Coordinator will be responsible for providing translated school notices and forms, as well as
arranging for any interpretation services that may be required with the office of translations for face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMHARIC</td>
<td>3</td>
<td>.53</td>
<td>3</td>
<td>.53</td>
</tr>
<tr>
<td>ARABIC</td>
<td>9</td>
<td>1.9</td>
<td>7</td>
<td>1.24</td>
</tr>
<tr>
<td>BENGALI</td>
<td>26</td>
<td>4.61</td>
<td>28</td>
<td>4.96</td>
</tr>
<tr>
<td>CHINESE</td>
<td>4</td>
<td>.71</td>
<td>1</td>
<td>.18</td>
</tr>
<tr>
<td>FRENCH</td>
<td>1</td>
<td>.18</td>
<td>1</td>
<td>.18</td>
</tr>
<tr>
<td>MANDINKA</td>
<td>1</td>
<td>.18</td>
<td>2</td>
<td>.35</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>383</td>
<td>67.91</td>
<td>381</td>
<td>67.55</td>
</tr>
<tr>
<td>SPANISH</td>
<td>136</td>
<td>24.11</td>
<td>147</td>
<td>24.29</td>
</tr>
<tr>
<td>WOLOF</td>
<td>1</td>
<td>.18</td>
<td>1</td>
<td>.18</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

NA

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar, Notices, Report Cards, Servicing Notices, assessments, and</td>
<td>weekly-Monthly</td>
<td>The ENL coordinator translates</td>
</tr>
<tr>
<td>Informational Sessions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences, Tea-Talk, Parent Workshops, Principal/A.P. Parent Conferences</td>
<td>Monthly- every 3 months</td>
<td>We have In-house translation for Spanish, will be contacting BIG Word for Arabic and Bengali translators.</td>
</tr>
<tr>
<td>Behavior/ Social Worker and regular updates for students</td>
<td>Monthly- every 3 months</td>
<td>We have In-house translation for Spanish, will be contacting BIG Word for Arabic and Bengali translators and Language Line.</td>
</tr>
<tr>
<td>ENL/IEP Meetings</td>
<td>Weekly-Monthly</td>
<td>We have In-house translation for Spanish, will be contacting BIG Word for Arabic and Bengali translators and language line.</td>
</tr>
<tr>
<td>Open House night</td>
<td>twice a year</td>
<td>We have In-house translation for Spanish, will be contacting BIG Word for Arabic and Bengali translators and Language line.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We use in-house translations and also call the Translation Unit for languages not provided at the school.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We meet with the teachers in the beginning of the year to discuss regulations and distribute copies of the regulations.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

A copy of the notice informing parents about their rights regarding translation and interpretation services in covered languages and instructions on how to obtain such services is sent to all non-English and non-Spanish speaking parents who are now in the school during open house and during the parent orientation. A sign in each of the covered languages is posted in the Main Office and posted in the entryway of the school.

Parents will also be informed that their child may need a translator in their home language for the standardized exams. Translators are then provided.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We receive feedback from parents during workshops, and parent surveys, SLT meeting and PTA meetings. We then determine how we can improve our language services. We've added translations for homework using EngageNY, notices sent home and ensuring parents are receiving support in their native language every time they come in for a visit.